Using REDW Strategy Towards Students' Reading Comprehension Achievement of the Eighth Grade Students of SMP Negeri 2 Belitang

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Abstract

This thesis is entitled "Using REDW Strategy towards Students' Reading Comprehension achievement of the Eighth Grade Students of SMP Negeri 2 Belitang". The problem of the study was limited by teaching reading comprehension achievement by using REDW strategy of the eighth grade students of SMP Negeri 2 Belitang. Th eobjective was find out whether or not REDW strategy is effective to teach students' reading comprehension achievement of the eighth grade students of SMP Negeri 2 Belitang. The method of the study used experimental menthod which applied one group pretest and posttest. The population of the study was all of th eighth grade students of SMP Negeri 2 Belitang in academic year of 2012/2013, with total number 232 students from eight clasess. In this research, the writer applied random sampling to choose sample class, and the sample class of this study the writer choose VIII2 as the experimental group and VIII4 as the control group with the total students in each class are 29 students. In collecting the data, the writer used written test that was given twice; pretest and posttest, and the analyzing data using t-test. After the writer calculated the students' scores of pretest and posttest, the writer found the differences of students' average score in pretest and posttest; 65.75 as pretest and 76.55 as posttest. By using the students' score obtained from the pretest and posttest in experimental group and control group it was found that the result of independent t-test was 2.60. it is higher than critical value taht is 2.04. this indicated that the null hypothesis (Ho) was refected and alternative hypothesis (Ha) accepted. In other word, REDW strategy was effective to teach students' reading comprhension achievement of the eighth grade students of SMP Negeri 2 Belitang.

Keywords: REDW Strategy, Reading, Reading comprehension achievement, Random sampling, Posttest, pretest

INTRODUCTION

In English there are four language skills: listening, speaking, reading, and writing which are integrated to each other. Reading is the most dominant skill in learn any subject because the ability to read is not only a performance to pronounce the passage but also an understanding of the message from a passages or text. It means we have to understand what we read. Burnet et al, (1084:4) as cited in Pebrianda (2008:2) states that some pupils may have good pronunciation in such situation, but they cannot be called readers if they still do not understand anything they have read already. So, if they want to be called as a good reader, they must comprehend what they have already read.

In other word, the ability of reading is a main target for the learner. It also means the learning to read should be developed as early as possible. Although in Junior High School, reading still become a skill that emphasize to the students but mostly the students still have problem in learning reading especially reading comprehension. Based on her experience when she did field experience (PPL), the students have low ability and reading achievement. It identified the problem as follows. The first is the students' lack of motivation so they lack of comprehension in reading and for the second is the teachers do not carry out up to date method in teaching reading comprehension.

Teacher as facilitator in teaching and learning process must be able to take for a method of teaching that suitable with the material, especially in teaching reading because the fundamental goal in reading ability is to comprehending what is read. Snow (2002:11) describes three elements that important in comprehension, 1) the reader who is doing the comprehension, 2) the text is to be comprehend, 3) The activity the comprehension is part. It shows that the motivation, the materials of reading and method of teaching are important in teaching reading comprehension. The writer is interested in the third reason. Since comprehending is not an easy thing, and analyzing is the important part in comprehending, an effective teaching method is demanded for teaching

reading comprehension. One of the methods that can be carried out in teaching reading comprehension is Read, Examine, Decide, and Write (REDW) strategy.

REDW is a good strategy to use to find the main idea in each paragraph of a reading. Using this strategy will help you comprehend the information contained in your reading text and your reading assignment (Slavin, 1996:211). Moreover, Logsdon Ann (2008) state that REDW is an excellent strategy in looking for the mean idea and topic sentence that the paragraph points out in a reading task. There was the improvement of the students' reading comprehension in terms of interpretive comprehension covering, main idea and specific information and the meaning of words. Furthermore, REDW strategy improved the students' interpretive comprehension covering in main idea improved 23 %, specific information improved 25%, meaning of words 22 % are adopted from http://www.articlesbase.com/laguages-articles/reading-comprhension-the-redw-strategy-for-finding-main-ideas-4307362.html. It was indicated that REDW strategy was suitable to improve the students' reading comprehension in terms of interpretive comprehension covering main idea, specific information and the meaning of words.

Based on the statement above, it is encouraged in doing a study related to the students' reading comprehension achievement. The sample student used for this study would take from the eighth grade students of SMP N 2 Belitang. The reason why the writer chooses this topic, because she wants to know whether or not the REDW strategy is effective in teaching reading comprehension achievement to the eighth grade students of SMP N 2 Belitang. So the study entitled *"Using REDW Strategy towards Students' Reading Comprehension Achievement of the Eight Grade Students of SMPN 2 Belitang"*

Based on the problem above, the objective of this study is to find out whether or not REDW strategy is effective to teach students' reading comprehension achievement of the eighth grade students of SMP N 2 Belitang.

METHOD
The experimental method was used in doing this study. It was used true experimental. The design involves experimental and control groups, which are both, given a pre-test and post-test. According to Arikunto (2006:79), the experimental design is a kind experimental that good because in experiment there is another group which include observed, namely control group. The experiment group compared the control group. In this design experimental and group was chosen randomly. The design of the study is diagrammed as follow

| E | O_1 | X_1 | O_2 |
| K | O_3 | X_2 | O_4 |

Where :
E   : Experiment group
K   : Control Group
O_1 : the pre-test of the experiment group
O_2 : the post-test of the experimental group
O_3 : the pre-test of the control group
O_4 : the post-test of the control group
X_1 : treatment (by using REDW strategy)
X_2 : conventional strategy

The first steps of this study, the students were given of both experimental and control groups pre-test to know the reading skill before giving treatment. Then, the treatment was given to the experimental group. The students of experimental group were taught by using REDW strategy and control group were taught by using conventional strategy. The next step would be given the students of experimental group and control group post-test to know their reading skill after giving treatment.

Variables of the Study
According to Fraenkel and Wallen (1990:43), variable refers to any characteristic or quality that varies among the members of a particular group. In this research, there were two kinds of variables: independent variable and dependent variable. An independent variable is a variable presumed to be affected or influence other variable. A dependent is a variable presumed to be affected by one or more independent variable. The independent variable in this study is REDW strategy and dependent variable is the students' reading comprehension achievement.

Population of the Study
Arikunto (2006:108) states that population is the whole subject of research. The population of this study was all of the eighth grade students of SMP N 2 Belitang in the academic year 2012/2013. The total numbers of population in this research are 232 students. It is shown in table 1.

Table 1. Population of the Study

No	Class	Number of Students
1	VIII$_1$	28
2	VIII$_2$	29
3	VIII$_3$	29
4	VIII$_4$	29
5	VIII$_5$	30
6	VIII$_6$	29
7	VIII$_7$	29
8	VIII$_8$	29
	TOTAL	232

Sources: SMP N 2 BELITANG Academic year 2012/2013

Sample of the Study

In this research two classes used as the sample. The sample would take by using simple random sampling is a taking sample of population randomly. The sample can be seen in Table 2.

Table 2. The Sample of the Study

NO	CLASS	GROUP	TOTAL
1	VIII$_2$	Experimental	29
2	VIII$_4$	Control	29
TOTAL			58

Technique for Collecting the Data

In this study, collecting the data was used

Test

The purpose of this study is to find out the effective of REDW strategy in increase the reading comprehension. The effective of the strategy would be obtained from the students' progress in reading comprehension. It would know by testing. Test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004:3). Furthermore, Arikunto (2006:150) says that test is any kinds devices or procedures for measuring ability, achievement, intelligent, and other traits of an individual or a group.

The test is pre-test and post-test before after treatment. The pre-test is giving in order to know the students' level of reading comprehension skill before treatment. The post-test is doing after treatment in order to know the achievement by learning through REDW strategy. The result of the pre-test and post-test scores is compare to find the mean scores. This is doing in order to know the students' progress after getting the treatment.

The test is consisting of 30 multiple choice items. The students were giving exactly the same materials for the pre-test and post-test. It consists of 6 short reading passage the readings with the reading text is descriptive text, 5 about finding main idea, 19 about finding the specifics information, and about inferring the meaning of words.

Pre-test

The research gave a reading comprehension test. There are 30 questions in the form of multiple-choice with six different texts. The items of the question consisted of descriptive text. The time location is two hours (eighty minutes).

Treatment

The researcher taught reading comprehension to experimental group and control group was taught by their English teacher. The experimental group was taught by using REDW strategy, and the control group taught by using conventional technique.

Post-test

After finishing the treatment both for experimental and control group, the writer gave the post-test to both groups. The purpose of this test is to investigate whether or not there will be an improving result when it is compared to result gained by students in pretest. The item test and the scoring system are the same as in the pretest activity.

Validity of the Instrument

The validity of the test material would have checked through the content validity. Fraenkel, et al (1990:139) state that "validity of the test refers to the appropriateness, meaningful, and usefulness of the inferences a researcher makes". Furthermore, Richards, et al (1985:61) state that it is a form of validity, which a test adequately and sufficiently measures the particular skill or behavior it set out measures. The validity refers to the extent of the measurement that can be measured by research instrument (test).

In order to make the test have a high degree of content validity, the test is devise in accordance with the purpose of the test that is to measure the students' reading comprehension achievement, in this study, the test item is matched to the contents of the curriculum of the Junior High School.

Reliability of the Instrument
Reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkle and Wallen, 1990:133). In this study, the reliability of the test material is evaluated through the internal consistency of reliability.

In this investigation, the internal consistency of reliability is estimate through Kuder Richardson 21. Reliability coefficient is a statistical formula use as one estimate of the reliability of a test, which is use on the number of items in the test, the mean score and its standard deviation.

The test material is considered reliable if the reliability coefficient at least 0.70 or should be higher, and unreliable if it is less than 0.70 (Fraenkel and Wallen, 1990:136). A reliability of 0.70 indicates 70% consistency in the scores that are produced by the instrument.

In doing test for reliability, the writer chose another class, out of experimental and control group, it was VIII.3 grade students of SMP Negeri 2 Belitang, 29 students was chose for reliability test.

Having tried out the test items, it calculated and analyzed the students' score to find out the reliability coefficient of test items.

Technique for Analyzing Data
Scoring System
To know the score of the students we can count it use the formula as follow:

Skor $: \frac{B}{N} X 100$

(Sudjana, 2005:45)
Where:
B : Students correct answer
N : Number of the test items

Criteria of Score
The criteria of score was used to interpret whether the students are considering excellent, very good, good, sufficient, poor and very poor.
Table 3. Score criteria

Percentage Range	Level of Achievement
86-100	Excellent
71-85	Good
56-70	Enough
41-55	Poor
< 40	Very Poor

(Sudjana, 2005:55)

The Independent t-test
To analyze the data in this research, the independent t-test was used to find out whether or not REDW Method is effective to increase the reading comprehension achievement to the eight grade students of SMP N 2 Belitang. The formula is as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1}{n_1} + \frac{S_2}{n_2}}}$$

(Sugiyono, 2006:222)
Where:

$\overline{X_1}$: Mean of the post-test scores in the experimental group
X_2 : Mean of the post-test scores in the control group
$S_1{}^2$: The variance of experimental group
$S_2{}^2$: The variance of control group
n_1 : Number of students at experimental group
n_2 : Number of students at control group

RESULTS

From this research, it was found that Using REDW Strategy towards Students' Reading Comprehension Achievement of the Eighth Grade Students of SMP Negeri 2 Belitang was effective. By applying this method, the students' scores made a progress. It can be seen from the result of the students' scores in the pretest of experimental and control group and the result of students' scores in the posttest of the experimental and control group. The mean score of the students' pre-test in the experimental group was 65.76; while in the control group were 64. The mean score of the students' posttest in the experimental group was 76.55 and in the control group only 70.24. Next, for more detail, it can be described as follows:

The Result of the Pretest in the Experimental Group

The result of the pretest of reading comprehension after the test distributed to the students was shown in the Table 6.

Table 4. The Result of the Pretest in the Experimental Group

Students' Number	The Total Answer True	False	Score (X_i)	X_i^2	Students' Number	The Total Answer True	False	Score (X_i)	X_i^2
1	20	10	67	4489	18	22	8	73	5329
2	23	7	77	5929	19	20	10	67	4489
3	19	11	63	3969	20	22	8	73	5329
4	13	17	43	1849	21	19	11	63	3969
5	21	9	70	4900	22	19	11	63	3969
6	17	13	57	3249	23	19	11	63	3969
7	17	13	57	3249	24	17	13	57	3249
8	20	10	67	4489	25	24	6	80	3249
9	24	6	80	6400	26	21	9	70	4900
10	17	13	57	3249	27	19	11	63	3969
11	19	11	63	3969	28	23	7	77	5929
12	20	10	67	4489	29	22	8	73	5329
13	13	17	43	1849	**Total**	**572**	**298**	**1907**	**124796**
14	20	10	67	4489	**Mean**	**19.72**	**10.27**	**65.75**	**4303,31**
15	17	13	57	3249	**Median**	**20**	**10**	**67**	**4489**
16	24	6	80	6400	**Modus**	**19**	**11**	**63**	**3969**
17	21	9	70	4900					

The Result of the Posttest In the Experimental Group

The result of the posttest of teaching reading comprehension achievement after the test distributed to the students was shown in the Table 8.

Table 5. The Result of Posttest in the Experimental Group

Students' Number	The Total Answer True	False	Score (X_i)	X_i^2	Students' Number	The Total Answer True	False	Score (X_i)	X_i^2
1	23	7	77	5929	18	25	5	83	6889
2	27	3	90	8100	19	23	7	77	5929
3	22	8	73	5329	20	24	6	80	6400
4	19	11	63	3969	21	21	9	70	4900
5	25	5	83	6889	22	22	8	73	5329
6	21	9	70	4900	23	20	10	67	4489
7	20	10	67	4489	24	20	10	67	4489
8	24	6	80	6400	25	27	3	90	8100
9	26	4	87	7569	26	27	3	90	8100
10	22	8	73	5329	27	23	7	77	5929
11	23	7	77	5929	28	26	4	87	7569
12	23	7	77	5929	29	25	5	83	6889
13	16	14	53	2809	**Total**	**666**	**204**	**2220**	**172380**
14	22	8	73	5329	**Mean**	**22.96**	**7.03**	**76.55**	**5944,138**
15	19	11	63	3969	**Median**	**23**	**7**	**77**	**5929**
16	27	3	90	8100	**Modus**	**23**	**7**	**77**	**5929**
17	24	6	80	6400					

The Result of Pretest in the Control Group

The result of the pretest of reading comprehension achievement after test distributed was shown in the Table 10.

Table 6. The Result Of The Pretest in the Control Group

Students' Number	The Total Answer True	False	Score (X_i)	X_i^2	Students' Number	The Total Answer True	False	Score (X_i)	X_i^2
1	16	14	53	2809	18	20	10	67	4489
2	20	10	67	4489	19	21	9	70	4900
3	19	11	63	3969	20	21	9	70	4900
4	21	9	70	4900	21	24	6	80	6400
5	18	12	60	3600	22	16	14	53	2809
6	21	9	60	3600	23	17	13	57	3249
7	20	10	67	4489	24	16	14	73	5329
8	19	11	63	3969	25	12	18	40	1600

9	21	9	70	4900
10	21	9	70	4900
11	21	9	70	4900
12	12	18	40	1600
13	21	9	70	4900
14	19	11	63	3969
15	20	10	67	4489
16	22	8	73	5329
17	20	10	67	4489

26	17	13	57	3249
27	17	13	53	2809
28	16	14	73	5329
29	21	9	70	4900
Total	549	321	1856	121264
Mean	18.93	11.06	64	4181,517
Median	20	10	67	4489
Modus	21	9	70	4900

The Result of Posttest in the Control Group

The result of the posttest of rading comprehension achievement after the test distributed to the students was shown in the Table 12.

Table 7. The Result of Posttest in the Control Group

Students' Number	The Answer True	False	Total Score (X_i)	$X_i{}^2$
1	17	13	57	3249
2	21	9	70	4900
3	21	9	70	4900
4	16	14	73	5329
5	20	10	67	4489
6	18	12	60	3600
7	21	9	70	4900
8	21	9	70	4900
9	23	7	77	5929
10	23	7	77	5929
11	16	14	73	5329
12	15	15	50	2500
13	23	7	77	5929
14	20	10	67	4489
15	23	7	70	4900
16	25	5	83	6889
17	23	7	70	4900

Students' Number	The Answer True	False	Total Score (X_i)	$X_i{}^2$
18	23	7	77	5929
19	25	5	83	6889
20	23	7	77	5929
21	25	5	83	6889
22	18	12	60	3600
23	18	12	60	3600
24	23	7	77	5929
25	15	15	50	2500
26	23	7	70	4900
27	16	14	63	3969
28	25	5	83	6889
29	16	14	73	5329
Total	596	274	2037	145413
Mean	20.55	9.44	70.24	5014,241
Median	21	9	70	4900
Modus	23	7	70	4900

Statistical Analyses

There was statistical analyses in this research, that was the difference analyis on the experimental group and the control group by using independent sample t-test.

The Result of Independent Sample t-test

Based on the studnets' score both obtained in the posttest of experimental group and control group, the independent sample t-test was used to find out whether or not teaching reading comprehension through REDW Strategy to the eighth grade students of SMP Negeri 2 Belitang was effective. The data are shown in Table 14.

Table 8. The Result of Posttest in the Experimental Group And Control Group

Students' Number	Experimental Group X_1	$X_1 - X$	$(X_1 - X_1)^2$	Students' Number	Control Group X_2	$X_2 - X$	$(X_2 - X_2)^2$
1	77	0.45	0.20	1	57	-13.24	175.30
2	90	13.45	180.90	2	70	-0.24	0.06
3	73	-3.55	12.60	3	70	-0.24	0.06
4	63	-13.55	183.60	4	73	2.76	7.62
5	83	6.45	41.60	5	67	-3.24	10.50
6	70	-6.55	42.90	6	60	-10.24	104.86
7	67	-9.55	91.20	7	70	-0.24	0.06
8	80	3.45	11.90	8	70	-0.24	0.06
9	87	10.45	109.20	9	77	6.76	45.70
10	73	-3.55	12.60	10	77	6.76	45.70
11	77	0.45	0.20	11	73	2.76	7.62
12	77	0.45	0.20	12	50	-20.24	409.66
13	53	-23.55	554.460	13	77	6.76	45.70
14	73	-3.55	12.60	14	67	-3.24	10.50
15	63	-13.55	183.60	15	70	-0.24	0.06
16	90	13.45	180.90	16	83	12.76	162.82
17	80	3.45	11.90	17	70	-0.24	0.06
18	83	6.45	41.60	18	77	6.76	45.70
19	77	0.45	0.20	19	83	12.76	162.82
20	80	3.45	11.90	20	77	6.76	45.70

21	70	-6.55	42.90	21	83	12.76	162.82
22	73	-3.55	12.60	22	60	-10.24	104.86
23	67	-9.55	91.20	23	60	-10.24	104.86
24	67	-9.55	91.20	24	77	6.76	45.70
25	90	13.45	180.90	25	50	-20.24	409.66
26	90	13.45	180.90	26	70	-0.24	0.06
27	77	0.45	0.20	27	63	-7.24	52.42
28	87	10.45	109.20	28	83	12.76	162.82
29	83	6.45	41.60	29	73	2.76	7.62
TOTAL	2220		2435.10		2037		2331.38

DISCUSSION

Based on the explanation above, it can be concluded that there were differences between students' scores of the posttest in the experimental group and control group. In the experiemental group the mean score was 76.55, the highest score was 90 and the lowest score was 53 and the mean score of the control group was 70.24, the highest score was 83 and the lowest score was 50.

Furtheremore, the result of $t_{obtained}$ found that the value of "t" was 2.60, where the value of t_{table} was 2.04, at signifcance level of 5 % . Since the value of $t_{obtained}$ was higher than the value of t-table. Consequently, the null hypothesis (Ho) was rejected and the alternative ypothesis (Ha) was accepted. Referring to the result above, it can be interpreted that the REDW strategy was effective for teaching reading comprehension to the eighth grade students of SMP Negeri 2 Belitang.

CONCLUSION

Based on the analysis of the data in chapter four, it was found that the students' achievement was different between pretest and posttest. The students' achievement in the posttest was higher than the students' achievement in the pretest. In the experimental group, the mean score in the pretest that shown only 65.75, the highest score was 80 reached by 3 students and the lowest score was 43 reached by 2 students. After the treatment done by using REDW Strategy and the written test that similar to those in the pretest, their mean score increased to 76.55, the highest score was 90 reached by 4 studnets and the lowest score was 53 reached by 1 student.

Meanwhile, in the control group the students who taught without REDW Strategy, the students got different achievement from that in the experimental group. The highest score in the posttest of the control group was 83 reached by 4 students and the lowest score was 50 reached by 2 students. The students' average score was 70.24.

The result of the independent t-test formula was taken in the posttest of experimental group and control group was 2.60. This score exceeded 2.04 as its critical level. It can be concluded that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted, because $t_{obt} > t_{tab}$, where $t_{obt} = 2.60$ and $t_{tab} = 2.04$. In other words, it proved that in teaching reading comprehension achievement to the eighth grade students of SMP Negeri 2 Belitang is effective using REDW strategy.

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